



Class: Infant A (0-3 months)- - -(3-6 months)	Focus: Moving and Learning	Date: May 6-10, 2019	Week: 36
Approaches Toward Learning: Communication, Curiosity, Attention		Parent Letter: Developing Social Skills	
English Vocabulary: <i>horse, brown, rattle, red</i>		Spanish Vocabulary: <i>caballo, café, sonaja, rojo</i>	
American Sign Language (ASL): <i>horse, brown, rattle, red</i>			

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies." •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Head, Shoulders, Knees, and Toes" • "Cabeza, hombros y los pies". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sights. <p>-----</p> <ul style="list-style-type: none"> •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. <p>-----</p> <ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to only a few new sounds. <p>-----</p> <ul style="list-style-type: none"> •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound. Shake the rattle moving it on different directions until the baby turn his/her head. 	<ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. <p>-----</p> <ul style="list-style-type: none"> •Read <i>Merry-Go-Round</i>. Show the cover and read the book. Count the horses on the cover. Tell babies the children are happy, give a big smile to the babies. • <i>Frog Street Welcome Guide</i> (p 70) Sing "I Wiggle." 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors (if weather permits). Move slowly so you introduce the baby to a different area. <p>-----</p> <ul style="list-style-type: none"> •Shake, Shake, Rattle, Rattle (L12) Shake a rattle behind a baby. Notice if the baby turns to see the source of the sound.

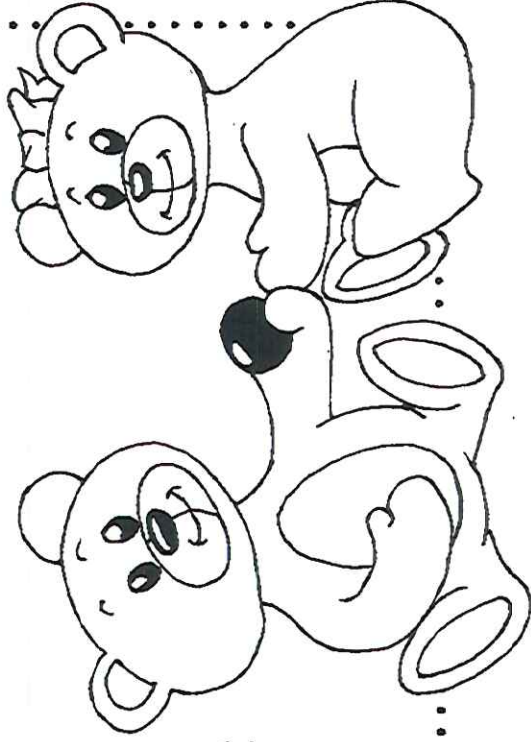
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her. 	<ul style="list-style-type: none"> •Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo 	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her. 	<ul style="list-style-type: none"> •Photo Activity Library Card 38 horse • caballo Tell babies the horse is like he horse in the book <i>Merry Go-Round</i>. Teach the ASL signs for horse • caballo brown • cafe rattle • sonaja red • rojo 	<ul style="list-style-type: none"> •What's That Noise? (C3) When you take the baby outside listen to different noises and tell the baby what makes that noise. ----- •A Change if View (C12) Think about visual perspective from a baby's point of view. Change the position in which you feed him/her.
Social Emotional Development	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •Frog Street Baby Songs CD Sing "Good Morning to You" (5) ----- •Love You Rituals by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •Frog Street Baby Songs Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sway side to side and make a swooshing sound when aa baby is upset. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse. 	<ul style="list-style-type: none"> •I Love You Rituals by Becky Bailey Interactive finger play On Your Face Sin in front of the baby. Remember your facial expressions need to be exaggerated. •Frog Street Baby Songs CD Sing "Good Morning to You" (5) ----- •Love You Rituals by Becky Bailey Snuggle Up p 192 Sing to the baby while holding him. •Frog Street Baby Songs CD Sing "Good Morning to You" (5) 	<ul style="list-style-type: none"> •Help Me Stay Calm (SE1) Ensure that infants have a quiet place to rest. Sing simple songs when holding a baby. Eliminate bright lights and loud noises. •Frog Street Baby Songs CD Sing "You Are My Sunshine" • "Eres mi lucecita". ----- •Ride a Little Horsie (SE14) Sit on the floor with your legs extended and the bay sitting on your legs facing you. Bounce your legs up and down to simulate the movement one feels when riding a horse..
Physical Development	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (Frog Street Baby Songs CD). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Play Walking My Baby Back Home (Frog Street Baby Games CD). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (Frog Street Baby Songs CD). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Play Walking My Baby Back Home (Frog Street Baby Games CD). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider." 	<ul style="list-style-type: none"> •Hold My Finger (P1) Place your finger in a baby's palm en encourage him/her to grasp your finger while you are singing "Open, Shut Them" (Frog Street Baby Songs CD). ----- •Hand Movements (P11) Place a baby in front of you and sing songs with hand movements such as "Itsy Bitsy Spider."

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Objectives	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>	<p>C.1.b. Responds to caregiver's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects A.3.a. Develops control of small muscles for manipulation and exploration B.1.c. Engages in positive relationships and interaction with adults</p> <p>-----</p> <p>C.1.a. Turns toward sounds or voice of the teacher D.3.b. Looks in right direction for toys dropped or partly hidden by blanket D.1.a. Pays attention and exhibits curiosity in people and objects D.1.b. Uses senses to investigate environment to discover what objects and people do, and how things work.</p>



Developing Social Skills

- Dear Parents,
- Social intelligence, sometimes referred to as social development, is important for both survival and for living a fulfilling life. Social skills are necessary for relating to others, learning from others, and teaching others. You might think of these skills as "people skills." Our acceptance by others is largely based on our social intelligence (expressing our thoughts, showing concern for others, solving and preventing problems, cooperating). Social skills are vital to a child's success in school.
- Social interactions and understanding begin to wire right from birth. During the first year of life, babies connect with the people who care for them (parents and outside-the-home caregivers). It is these connections that anchor a baby's developing social skills. This is called *attachment*. Providing a loving and supportive environment goes a long way in preparing a baby to interact socially. Social skills are optimally developed when intentionally taught.
- Emotional intelligence and social intelligence are co-dependent. Emotional intelligence is the understanding of one's own emotions and the ability to manage these emotions effectively.
- Social intelligence is the understanding of others' emotions (and feelings) and the ability to manage one's self in the context of others. Emotional intelligence builds the foundation for social intelligence. As we understand ourselves, we gain insight into understanding others.



What You Can Do

- Interact with your baby daily. Talk to him. Smile at him. Be expressive and acknowledge his expressions.
- When you play interactive games, alternate taking turns. For example, when playing Peek-a-Boo, cover your eyes a few times and then cover your baby's eyes a few times.
- Typically around 8 months, babies develop a fear of strangers. If your child expresses this type of fear, do not force him to go to a stranger.
- When other babies are around, position your baby so he can see his peers.
- When your baby begins to express his wants and desires through tantrums (between 15 and 18 months), set limits and hold to them. It is during this time that your child is learning an important rule of social living: You don't always get your way.
- Talk with older infants about the feelings of their friends. Teach them to touch others gently.



Class: Infant A (0-3 months)- - - (3-6 months) Focus: Moving and Learning	Date: May 13-17, 2019	Week:37
Approaches Toward Learning: Communication, Curiosity, Attention	Parent Letter: Developing Social Skills	
English Vocabulary: <i>face, body, mouth</i>	Spanish Vocabulary: <i>cara, cuerpo, boca</i>	
American Sign Language (ASL): <i>face, body, mouth</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "If You're Happy and You Know It" • "Si estas feliz y lo sabes". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>, Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i> Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Chant "Caterpillar" (<i>Frog Street Welcome Guide</i> p 69) Hold a baby in your arms and take him/her outdoors on a sunny day while repeating this chant. •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating. 	<ul style="list-style-type: none"> •Read <i>Faces • Caras</i>. Review the face parts. We blow with our mouth. ----- •Read <i>Faces • Caras</i> Review the face parts. We eat with our mouth. • <i>Frog Street Welcome Guide</i> (p 71) Sing "Little Red Apple" • "Manzanita". 	<ul style="list-style-type: none"> •Outdoor Outing (L6) Hold a baby in your arms and take him/her outdoors on a sunny day. Walk around the area describing the things you see and how the weather feels. •Crunch! Slurp! (L16) Discuss the sounds babies make while they eat and drink. Discuss the color, taste, and texture of the food babies are eating.

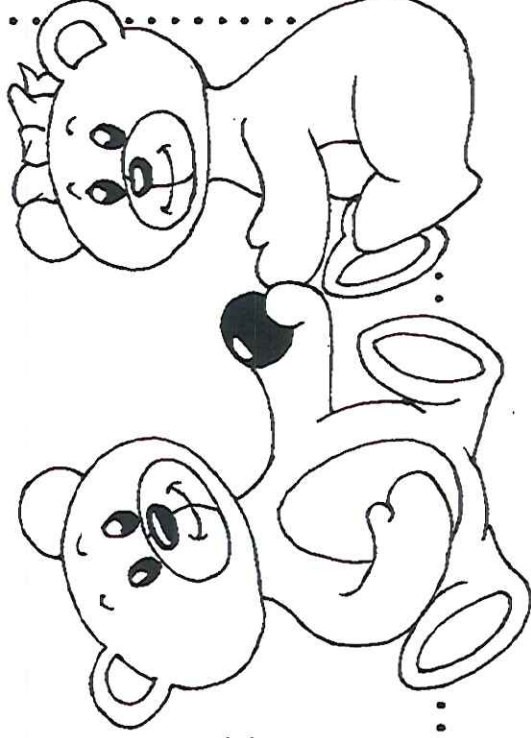
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i> 	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i> 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth. 	<ul style="list-style-type: none"> •Photo Activity Card 3 and 5 (Photo Activity Library Card) face • cara mouth • boca Tell babies face parts. Teach the ASL signs for <i>face • pies</i> <i>body • cuerpo</i> <i>mouth • boca</i> 	<ul style="list-style-type: none"> •Bubbles (C5) Take the baby outdoors and blow bubbles. Talk about the bubbles and how the wind carries them away. ----- •Look at My Face C13 Sit with a baby and look at the board book <i>Faces</i>. Talk about the facial expressions. Point to your mouth and tell babies we eat, talk, blow with our mouth.
Social Emotional Development	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>). 	<ul style="list-style-type: none"> •<i>I Love You Rituals</i> by Becky Bailey Interactive finger play Mr. Sun (p 105) Sitting outside with the baby show him a drawing of the sun while reciting this finger play. •<i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" (5). 	<ul style="list-style-type: none"> •Hug Me (SE4) Babies need to feel the comfort of touch. While sitting outdoors gently holding and hugging the baby say the "Caterpillar" chant. ----- •Mirror, Mirror (SE11) Sit with a baby in you lap facing a mirror. Point to the face parts. Play Say, Say, Oh Baby (<i>Frog Street Baby Games CD</i>).
Physical Development	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Play Yankee Doodle (<i>Frog Street Baby Games CD</i>). Lay babies on his/her back and let them grasp your fingers as much as possible ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>. 	<ul style="list-style-type: none"> •Beautiful Bubbles (P10) Blow bubbles while outdoors. Sing "Beautiful Bubbles" while the babies watch the bubbles. ----- •Here Comes the Airplane (P12) When feeding a baby play Here Comes the Airplane. Hold a bite of food on a spoon about 12" away from a baby's face and make the "plane." Slowly glide from side to side as you say <i>here comes the airplane</i>.

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Objectives	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults</p>	<p>C.1.b. Responds to teacher's body language and direction D.1.a. Pays attention and exhibits curiosity in people and objects D.1.d. Develops knowledge of the natural environment in the outdoor area A.3.a. Looks at and follows faces and objects with eyes</p> <p>-----</p> <p>C.1.a. Listens with interest to language of others D.1.b. Moves toward or away from objects or people D.4.a. Coos, giggles, laughs when caregiver plays games with them B.2.d. Looks at or smiles at themselves in the mirror B.1.c. Engages in positive relationships and interactions with adults.</p>



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- Interact with your baby daily. Talk to him. Smile at him. Be expressive and acknowledge his expressions.
- When you play interactive games, alternate taking turns. For example, when playing Peek-a-Boo, cover your eyes a few times and then cover your baby's eyes a few times.
- Typically around 8 months, babies develop a fear of strangers. If your child expresses this type of fear, do not force him to go to a stranger.
- When other babies are around, position your baby so he can see his peers.
- When your baby begins to express his wants and desires through tantrums (between 15 and 18 months), set limits and hold to them. It is during this time that your child is learning an important rule of social living: You don't always get your way.
- Talk with older infants about the feelings of their friends. Teach them to touch others gently.



Class: Infant A (0-3 months)- - -(3-6 months) Focus: Baby Signs	Date: May 20-24, 2019	Week: 38
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence	Parent Letter: Using Sign Language for Communication	
English Vocabulary: <i>red, blue, green, yellow</i>	Spanish Vocabulary: <i>rojo, azul, verde, amarillo</i>	
American Sign Language (ASL): <i>red, blue, green, yellow</i>		

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Brain Start Way to Start the Day	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big smile to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using loving hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using gentle hands remind babies several times a day that they are safe. 	<p>Greet the babies by name.</p> <ul style="list-style-type: none"> •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a hug to each baby. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice remind babies several times a day that they are safe.
Language Development	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has. 	<ul style="list-style-type: none"> •Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>red</i>. 	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. Say the names of the colors in a high voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has. 	<ul style="list-style-type: none"> •Read <i>A World of Colors</i> Say the names of the colors. Show different shades of <i>green</i>. 	<ul style="list-style-type: none"> •I Know My Colors (L4) Say the name of the colors <i>red, blue, green, and yellow</i>, showing objects that match the color. Say the names of the colors in a low voice. ----- •Shake, Shake, Rattle, Rattle (L12) Shake a rattle in front of the baby pointing to the different colors it has.

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Seeing Colors (C8) Print and cut out the 'shades of yellow' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of yellow.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of red' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of red.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo</p> <p>Review the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of green' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of blue' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p>	<p>•Photo Activity Library Cards 13, 14, 15, 16 blue • azul red • rojo green • verde yellow • amarillo</p> <p>Review the ASL signs for <i>blue • azul</i> <i>red • rojo</i> <i>green • verde</i> <i>yellow • amarillo</i></p>	<p>•Seeing Colors (C8) Print and cut out the 'shades of blue' squares (<i>Frog Street Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of blue.</p> <p>-----</p> <p>•I See Colors (C20) Print and cut out the 'shades of green' squares (<i>Patterns CD</i>) and place them in the pocket cube. Place the cube within babies' view. Turn the cube occasionally so babies can see each shade of green.</p>
Social Emotional Development	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>yellow</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>red</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>blue</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>green</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>	<p>•Follow That Toy (SE10) Lay a baby on his/her back. Select a couple of <i>yellow</i> items to slowly move toward the bay. Tracking an object will help the baby learn to focus his/her eyes.</p> <p>-----</p> <p>•You Are My Sunshine (SE16) Sing "You Are My sunshine" (<i>Frog Street Baby Songs CD</i>). Sing along with the Cd and tell babies the sun is <i>yellow</i>.</p>
Physical Development	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>blue</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>yellow</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>red</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>green</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>	<p>•Follow the Ball (P7) Place a baby on the floor on his/her tummy. Sit in front of the baby and roll a small <i>blue</i> ball from side to side. Encourage the baby to follow the ball with his/her eyes.</p> <p>-----</p> <p>•Cereal Shake (P13) Make a blue, a green, and a red cereal shakers and sing your favorite sing the "Color Song" while shaking the shakers.</p>

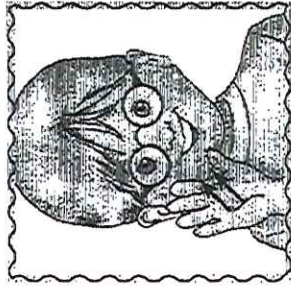
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objectives</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>	<p>C.1.a. Turns toward teacher's voice D.1.c. Shows interest in colors, shapes, pattern, and pictures B.3.a. Allows a trusted adult to help calm them with words and touch A.3.a. Develops control of small muscles for manipulation and exploration</p> <p>-----</p> <p>C.2.a. Responds to teacher's talk by babbling D.1.c. Notices size, shape, and color of objects B.1.b. Enjoys an adult's singing A.3.a. Grabs things with purpose</p>

Dear Parents,

- At around 8 months, babies understand about 80% of what we say to them. Understanding the meaning of words is called *receptive language*. When babies begin to speak words, they are using *expressive language*. The understanding of words signals the appropriate time to teach little ones sign language.
- Sign language will provide a communication bridge between babies' understanding of language and their ability to speak. It will allow them to let others know when they want something or when they have had enough of something. It will help them communicate with their peers which in turn will help with squabbles that occur because of children's inability to let others know what they are trying to communicate.
- Most languages are stored on one side of the brain. For example, English and Spanish are stored on the left side of the brain while many Asian languages are stored on the right side of the brain. But sign language is stored on both sides of the brain which is a big advantage for processing information.

What you Can do

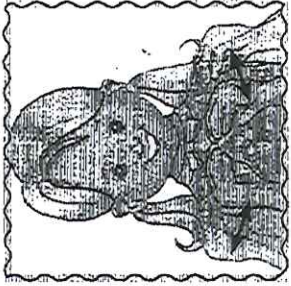
Teach your baby sign language beginning at 8 months. Be patient. Give her time to figure out that the hand movements you are using represent words. It generally takes several weeks for little ones to catch on. Always say the word when you make the sign. This is what allows the wiring for sign language to encompass both hemispheres.



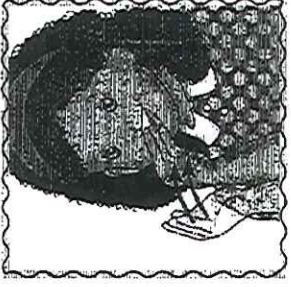
mommy



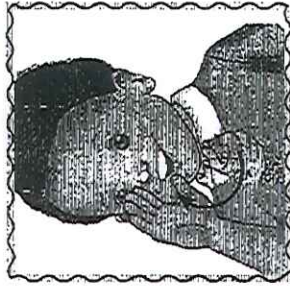
daddy



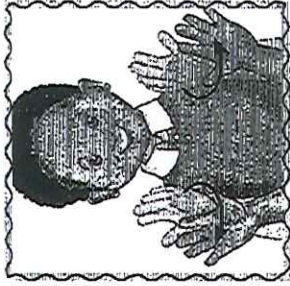
more



eat



drink



all done



play



I want

frogstreet

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Class: Infant A (0-3 months)- - - (3-6 months)		Focus: Baby Signs		Date: May 27-31, 2019		Week: 39	
Approaches Toward Learning: Communication, Curiosity, Attention, Persistence				Parent Letter: Using Sign Language for Communication			
English Vocabulary: <i>ears, eyes, hands</i>				Spanish Vocabulary: <i>oidos, ojos, manos</i>			
American Sign Language (ASL): <i>oidos, eyes, hands</i>							
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday
Brain Start Way to Start the Day	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Morning Greeting • "Saludo de la mañana". •CALM: Smile to the babies and tell them you love them. •CONNECT: Sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a low voice remind babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.	Greet the babies by name. •UNITE: <i>Frog Street Baby Songs CD</i> Sing "Good Morning to You" • "Buenos días." •CALM: Give a big hug to each baby and tell them you love them. •CONNECT: Using Lily sing "Look Who Came to School Today" • "Mira quien vino a la escuela hoy". •COMMIT: Using a kind voice tell babies several times a day that they are safe.
	Language Development	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Read <i>Yankee Doodle</i> . Read the book and make pauses to show each page to the babies. ----- •Read the book <i>Tickle, Tickle Peter</i> .	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.	•Sing to Baby (L2) Sing "Yankee Doodle" (<i>Frog Street Baby Games CD</i>). ----- •Squeak, Squeak (L13) Sing to baby while playing with squeak toys and rattles with baby.

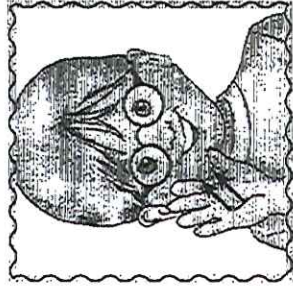
LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Cognitive Development	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Review the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) Play Toe to Ear Stretch (<i>Frog Street Baby Games CD</i>).</p>	<p>•Photo Library Activity Cards 3, 4, and 6 eyes • ojos hands • manos ears • oidos Review the ASL signs for eyes • ojos hands • manos ears • oidos</p>	<p>•Smile (C2) Smile at baby while singing "Yankee Doodle," raise the baby's arms up and down. Let the baby use his/her muscles to grasp your fingers.</p> <p>-----</p> <p>•Tickle and Touch (C15) As you continue to develop baby's sensory awareness with sounds you make, use a feather to tickle a baby's hands and feet.</p>
Social Emotional Development	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>	<p>•<i>I Love You Rituals</i> by Becky A. Bailey Share the poem "A Wonderful Woman Who Lived in a Shoe."</p> <p>-----</p> <p>•Greetings (SE12) Sing songs that allow you to insert a baby's name (<i>Frog Street Welcome Guide</i>).</p>	<p>•Eye-to-Eye Connection (SE2) As baby lays on his/her back on the floor sing to the baby making eye contact with baby.</p> <p>-----</p> <p>•Greetings (SE12) Make up a greeting for every baby. Recite the rhyme "Peter, Peter, Pumpkin Eater (<i>I Love You Rituals</i>). Insert baby's name.</p>
Physical Development	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>	<p>•Arms High, Arms Low (P2) While listening to the song "Yankee Doodle," move the baby's arms high and low as directed.</p> <p>-----</p> <p>•Scooting (P19) Lay several squeaky toys and rattles around the baby while tummy time. sing to baby and encourage him/her to scoot and get them.</p>

LESSON COMPONENTS	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p> <p>-----</p> <p>D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p> <p>-----</p> <p>D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p> <p>-----</p> <p>D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p> <p>-----</p> <p>D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>	<p>C.1.a. Enjoys adult singing C.1.b. Smiles when spoken to D.1.a. Pays attention and exhibits curiosity in people D.3.a. Smiles in recognition of familiar teacher B.1.a. Shows interest in familiar faces by staring at them A.2.a. Develops control of large muscles for movement navigation and balance</p> <p>-----</p> <p>D.1.a. Reaches out to touch objects D.1..b. Uses senses to investigate environment to discover what objects and people do B.2.b. Turns and looks at teacher when their name is called A.2..b. Scoots forward or backward</p>

- Dear Parents,
- At around 8 months, babies understand about 80% of what we say to them. Understanding the meaning of words is called *receptive language*. When babies begin to speak words, they are using *expressive language*. The understanding of words signals the appropriate time to teach little ones sign language.
- Sign language will provide a communication bridge between babies' understanding of language and their ability to speak. It will allow them to let others know when they want something or when they have had enough of something. It will help them communicate with their peers which in turn will help with squabbles that occur because of children's inability to let others know what they are trying to communicate.
- Most languages are stored on one side of the brain. For example, English and Spanish are stored on the left side of the brain while many Asian languages are stored on the right side of the brain. But sign language is stored on both sides of the brain which is a big advantage for processing information.

What you can do

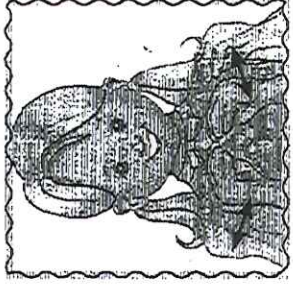
Teach your baby sign language beginning at 8 months. Be patient. Give her time to figure out that the hand movements you are using represent words. It generally takes several weeks for little ones to catch on. Always say the word when you make the sign. This is what allows the wiring for sign language to encompass both hemispheres.



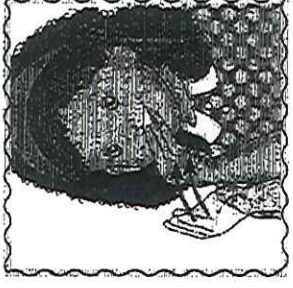
mommy



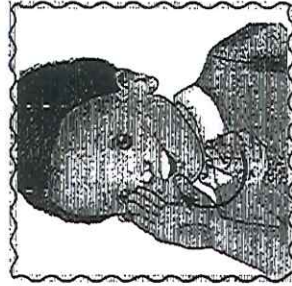
daddy



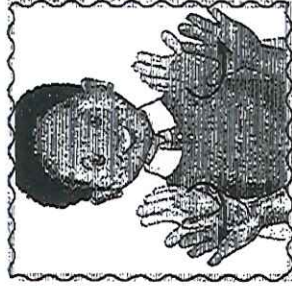
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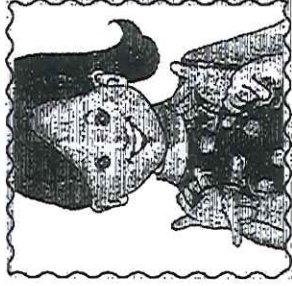
eat



drink



all done



play



I want

frogstreet

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